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The problem involved with teaching bilingual children is their position in two worlds; those of English and Spanish. To help these children, activities and methods are presented, intended for use with children from kindergarten through eighth grade.

In kindergarten, one of the practices that the teacher of the English-speaking class should put into practice is balancing the class, with Spanish-speaking placed alongside English-speaking children. A selected speaking vocabulary and many opportunities for listening should be offered. Stories, poems, and songs, predominantly English, should be used.

In the first grade, activities should be developed which bring the children together in common experiences where they may talk and learn through talking. Activities should be undertaken which use materials such as points, vocabulary cards and building blocks. Small-group instruction in language development at the individual's level of need should be employed as well as story and poem writing.

The teacher working with Spanish-speaking beginners should help the youngsters develop confidence in themselves. She should praise all their efforts to speak English, and accept their use of beginning words and phrases.

In teaching the older children, teachers should realize that Spanish-speaking children react to the learning situation in the same way as do other children. Teachers should appreciate also the importance of good human relations in the learning situation and emphasize the value of bilingualism. The special needs of Spanish-speaking children after grade one require their integration into the school and community, and the development of English language skills.

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TEACHING BILINGUAL CHILDREN

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721 Capitol Avenue, Room 455
Sacramento 14, California

1960

Courtesy of Fresno County Schools

A large number of boys and girls in Imperial County schools use two languages. Many live in neighborhoods where they hear and use Spanish constantly.

A number of special problems and responsibilities result for the schools these children attend. Many children who enter first grade and kindergarten have their first intensive experience with English at that time, and their first real need to use it. The learning of spoken English becomes a basic task for these children, in addition to the other learnings planned for all beginners. Occasionally a child who cannot speak English enters one of the later grades, requiring special attention. Even children who have attended school for several years have need for help with language. When they have little or no out-of-school practice in English, they may have only a very limited comprehension and may continue to speak with a strong Spanish accent.

Attention to these problems of learning a second language is an important part of educating children from Spanish-speaking homes. Living in an English-speaking country, children need to understand, speak, and read English well if they are not to be handicapped in many ways. Learning the new language can be a happy, satisfying experience, opening up many opportunities for wider friendships and more participation in school activities. The methods we use can and should give the child more self-confidence and security, never less. He needs to add a language, but not to lose the language of his home, family, and childhood.

More than language is involved in teaching the bilingual child, but many of his special needs revolve around the learning of language. The child who lives in a Spanish-speaking home and goes to an English-speaking school moves in two worlds, and needs to be at home in both. Communication between home and school is apt to be extremely limited, and sometimes the customs and expectations of teachers and parents remain very different. In most communities, the language barrier acts to separate people, to build clannishness, and to prevent understanding of other groups. Language is often, consciously or unconsciously, a symbol of these differences and identifications. Learning English well, by methods that are not threatening to the other language and all it stands for, can help the Mexican-American boy or girl make a good adjustment to the situation and to the people in both his worlds.

Fortunately, children in our schools can learn much of their English in the natural way languages are learned--by talking with English-speaking people. This is the most effective learning situation we can arrange for training the ear to the English patterns of rhythm and intonation, for teaching idiomatic phrasing and accurate pronunciation, for developing breadth of vocabulary and depth of meaning, for promoting the habit of thinking directly in the new language, and for developing fluency by much speaking. In most schools, the majority of children are English-speaking. The extent to which this situation provides help for learning English depends upon how well the children mix, the attitudes of the children, and how the teacher uses the opportunities to promote language growth.

In addition to planning for maximum informal learning through mixed work and play groups, the teacher will want to set aside some periods for direct

instruction to capitalize on the incidental learnings. He will also provide special emphasis on some parts of the regular classroom program with the needs of bilingual children in mind. The suggestions in this handbook recommend all three types of learning experiences for a complete program.

This is a tentative bulletin, representing our best group thinking at this time. All teachers who work with bilingual children are urged to contribute their ideas and to evaluate the ones included here in the light of their experience with them.

Material in the bulletin is organized as follows:

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The activity program of the kindergarten is ideal for learning English. The kindergarten year is the best possible time to learn English, also, for it is a year when all children, from both English-speaking and Spanish-speaking homes, are working on general language development. A good language start at this time may prevent a year's delay in the regular school program for the child who comes to school with no English. We hope it will soon be possible for all children, especially the bilingual and migrant children, to be included in the kindergarten program.

English will be learned in an English-speaking kindergarten, whether there is any special planning or not. However, the following practices will help to make this learning most effective:

1. Balancing the class. If there is more than one kindergarten, make every effort to distribute the Spanish-speaking children among them, so that they may have as much English-speaking company as possible.

2. Work and play groups. Arrange the membership of work and play groups within the class so that English is the language the children speak, as often as possible. Some children will need to play alone at first, or with another close friend who speaks Spanish, too. But as soon as possible, help them make other contacts where they will need English.

3. Need and learning. Do not hesitate to speak Spanish when a child cannot understand you any other way. But remember that his need to speak and understand English is the motive which will make him learn it.

4. Timing. Many children will not have the English for even the simplest routines. Teach the English words and expressions at the time he needs them--for play, for water, for rest, for the toilet.

5. Selected speaking vocabulary. Limit the number of words and expressions you try to teach the child to speak. Select a few to work on during a day or a week. Use the Vocabulary for Beginners in the appendix as your guide.

6. Methods for Teaching Vocabulary. Teach this English incidentally, sometimes in personal contact with a child or during a work-play period, sometimes when the whole group is together. Once in a while you may make an opportunity to work with just the Spanish-speaking children for a few minutes.

7. Listening. Make many opportunities for talking periods with the whole class: to plan, to share, to discuss the activities

the children have been engaged in. Their value to Spanish-speaking children will be largely in listening and learning meanings, especially at the beginning of the year. Keep these periods short. The attention span for talk one does not fully understand is very limited.

8. Stories. Story periods with groups that include many Spanish-speaking children need to be short, too. Children not only have difficulty following what you say, but also many of them have never had the opportunity to learn the story-listening habits. These practices help the early story periods:

   a) Use flannel board characters as you tell the story.

   b) Use puppets to talk back to you, or two to talk to each other.

   c) Show pictures in a large, brightly illustrated book.

   d) Draw as you tell the story.

   e) Tell stories with refrains, and let the children join in. Many stories for young children abound in repetitive phrases that may become refrains. Make up your own stories, too, about children who are just like the children in your group.

9. Poems and Songs. Select poems and songs with vocabulary children know. Talk about the meaning. Show the meaning with gestures, as in "Rock-a-bye, Baby," "I'm a Little Teapot," or "Five Little Ponies."

10. Using Older Children. Can you interest an older child in the family in talking English with the kindergartener at home? Take him into your confidence and explain how much it will help the child if he gets practice outside school.

Seeing Progress

Evaluate the progress of individual children from time to time. See the suggestions on evaluation in the section on First-Grade Beginners in this handbook. Check sheets on participation, picture tests on fluency and expressiveness, and charts to check vocabulary will all give you useful information and help you see progress. Keep dated records in each child's folder.

II. THE FIRST-GRADE BEGINNER

A Setting for Learning English

The first-grade room, like the kindergarten, needs to be a workroom where boys and girls are engaged in many activities that are important and absorbing to them. In this setting, there will be many common experiences for children to talk about, much need to talk together, and a situation where talking is natural and approved. Children must "live together in English" if they are to have real need to learn the language. They must speak the new phrases often, for speech can be learned only by much speaking.

The materials, program, and activities which promote language learnings are no different from those recommended for any modern first grade which recognizes the universal need of 6-year-olds for active, purposeful learning. That is to say, a program which is ideal for the Spanish-speaking child who needs to learn the beginnings of English is also the best possible program for all children.

Following is a daily schedule for first grade which has worked well for a mixed group, including Spanish-speaking beginners and children at all other stages of language learning:

9:00-9:50 Work Period for the Entire Group.

This is a period when the entire class works actively with materials in the various work centers: a) in the playhouse, store, farm, or other dramatic play center, b) building with blocks, c) working with clay, d) painting, e) making things with wood, paper, and other materials. At the beginning of the year, it will probably be a period when children explore many materials, and learn to work happily together in small groups. Soon it becomes the work period for unit activities, including social studies, health, and science content.

This is a particularly valuable period for the child learning English, for it is the period when the most freedom of movement and conversation can be encouraged. It also provides the common class experiences which become the center of interest and discussion. A short planning time with the whole class to open the period, and a time for talking together after materials have been put away, make opportunities for teacher-guided discussions where vocabulary can be built and meanings clarified and enriched. Often the shy child's first English venture before the whole group will be to show a painting, a truck, or something else he has made, brave in the first flush of accomplishment.

9:50-10:10 Physical Education and Recess.

Songs, rhythms, and games of the physical education period are excellent opportunities to teach English in connection with pleasurable activities.

10:10-10:50 Language Development (Small-group work)

In the first grade, it is recommended that the teacher provide one or more periods each day for direct instruction in English, working with 6-8 Spanish-speaking children in a small group. At first these periods should be short, probably not more than 5-15 minutes. A suggested program for these small-group periods is outlined in this bulletin.

For children who already know English, this period is for direct small-group instruction in language development at their level of need, in reading readiness activities, or im reading. In this period and the one which follows the teacher will have time to meet separately with 3 or 4 instructional groups. While the teacher works with one group, the other children are busy with quiet activities such as library-table books and picture books; puzzles, peg-boards, and other manipulative and matching games; drawing and painting; county or number games; or any other developmental activities the teacher plans which fit the study-and-quiet-work pattern of these periods.

10:50-11:10 Physical Education and Recess

11:10-12:00 Language Development
Music
Preparation for Lunch

Continue small-group work in language development as long as necessary.

During music time there are many opportunities to work on English. Choose songs about things children know, with simple vocabularies. Dramatize the words with accompanying rhythmic movements. Listening activities can become listening to words as well as to melody and rhythm. Active rhythms can interpret meanings.

Preparing for lunch at the close of the period is a good time to talk, learning the customs of eating, hand-washing, and other conventions of the school world and the words which go with them.

1:00-2:00 Rest
Writing and Number Activities
Stories, Poems, and Dramatizations

Writing for Spanish-speaking children should follow the general plan for all children: a)Let the first group work be writing-readiness types of exercises, circles, lines, or rhythmic patterns done together at the board or on large paper with colored chalk or crayon. b)When a child shows sufficient muscular control, help him learn to write, first his name, then other words he needs. c)Work on individual letters after he knows a few words and is

ready for perfecting his techniques. For the Spanish-speaking child, the same principle applies to both writing and reading: Do not have him work with any written symbols for words which he cannot use and understand in speech.

Number activities afford an excellent opportunity for learning necessary English. Most children enjoy the counting, manipulative, and drawing activities used in the first-grade number program. Because this work is concrete for all children, relating to real objects, the Spanish-speaking child has little difficulty in understanding them.

By keeping the special needs of the Spanish-speaking children in mind, the period for stories, poems, and dramatizations can be made a highly valuable one for learning English. This is essentially a time for the enjoyment of language. Children's meanings will vary, of course, according to their language background. But the Spanish-speaking child will find much pleasure in this period and he will be having the profitable experience of listening to natural, spontaneous English speech, extending his comprehension every day in this happy atmosphere. Early in the year the attention span of the Spanish-speaking children may be brief, and it may be wise to excuse them from the circle after a few minutes if they become restless. See the kindergarten section for suggestions on making the story period interesting for children who speak little English.

A Program for the Direct Teaching Period

The work of the direct teaching period for Spanish-speaking beginners is language development. This work has a natural sequence. At the start, it will be devoted largely to teaching children to speak. As soon as children have learned enough English to express themselves in a limited way, the simpler types of reading readiness activities will merge with other language development work: matching, reading pictures, telling stories, organizing and classifying words. The first reading will be the children's own names; the charts, labels, and signs used by them for real purposes of living in the room; and then the "stories" they dictate, individually or as a group, to go under their pictures, on a display table, or on a chart to hang in the room or place on the library table .

The pre-primer program is introduced only after this rich sequence of language development, so that reading is a meaningful process from the start. A child will usually have a vocabulary of about 300 words by that time, and be able to speak spontaneous sentences.

Children will progress in this program at different rates, of course. Some children will probably continue in the first phase, learning to speak, through the entire year. As the term goes along, you will want to re-group the children several times. Some children will learn to speak rapidly, and will need to work with other children moving at the same rate. Some English-speaking children who need much language development will join the Spanish-speaking group after they have begun to talk. In other words, though the small group or groups which start to learn English at the beginning of the year will be made up of Spanish-speaking beginners, the children in most groups will be mixed by the end of the year as language development becomes more advanced.

Migrant children who do not speak English are the first-grade teacher's most difficult problem. There is no ideal solution to the problem, because moving inevitably disrupts the program the beginner needs. The best practice seems to be to take the child who comes in the middle of the year into the group which is working closest to his point of need. When several children in the room need a simpler program, a new group can be formed.

As a matter of fact, a child can enter the first phase of this language learning program at any point, and go on from there. <u>There is no specific sequence for learning to speak a language</u>. The new child's first English speech will be at the simplest level -- probably single words and phrases-- while the more experienced children may be speaking short sentences. His learning will probably not be so economical as that of the child who progresses systematically through the program, but he can learn and he needs to be included in the program of language development, even if he stays only a few days.

A Minimum Speaking Vocabulary

The words to be taught in the directed lesson period have been chosen because they are the words children need most for their school activities. All of these words will have been met in meaningful situations before they are used for the directed lesson. Many of them will actually have been learned by this informal contact, and all will be immediately useful as the children "live together in English."

Approximately 400 words are included in this list. It is suggested that the teacher choose 10-12 new words to introduce each week in the directed lessons, emphasizing these words incidentally also during all the activities of the day's program.

The words are listed alphabetically for ready reference in the appendix. The following outline, showing the school situation in connection with which the words are often used, will be useful in planning lesson activities. This list is not sequential. Teach the words and phrases most needed at any particular time, using the guide which follows in the next section for organizing the teaching program.

Class Activities	Minimum Vocabulary		
Riding on the bus	My name is___	cabin	sweater
	I live at___	come	hat
	get off the bus	go	coat
	get on the bus	home	boots
	ride	ready	careful
	bus driver	late	cross
	to school	missed the bus	look both ways
			soup
Lunch period	how much	nickel	bread
	please	dime	butter
	thank you	quarter	fruit
	good	cents	orange
	lunch	dollar	apple
	milk	I want	meat
	eat	Please give me	napkin
	cafeteria	beans	ice cream
	money	brought my lunch	straw
Taking roll, attendance, and morning reports	count	listen	money for lunch
	boys	say	money for milk
	girls	write	one, two, three
	we are all here	read	seven, eight
	is not here	money	nine, ten
	are not here	pocket	

Class Activities	Minimum Vocabulary		
Routines of school	room	salute the flag	time
	chair	office	recess
	blackboard	fountain	after
	erase	water	when
	eraser	drink	good morning
	stand	lights	good-by
	sit down	turn on	hall
	table	turn off	clock
	on the table	door	o'clock
	under the table	window	morning
	chalk	open the door	afternoon
	write	shut the door	bell rings
	go to the toilet	please	minutes
	may I	excuse me	
Conversation about ourselves	clothes	pretty	mother
	new	same	father
	dress	different	brother
	pants	hole	sister
	shirt	fix	baby
	shoes	socks	family
	tie my shoes	pair	dog
	button	head	cat
		feet	feed
Rest period	sleep	lie down	quiet
	go to sleep	on the floor	dark
	went to sleep	on the mat	rest
			wake up
First aid	hurt	cut	cold
	fall down	bleeding	hot
	band-aid	clean	well
	finger	dirty	sick
	knees	nurse	bites
	leg	stomach	cry
	arm	eye	don't cry
	rock		it isn't bad
Cleanliness and grooming	wash	cough	soap
	hands	teeth	water
	face	toothbrush	brush
	neck	foot	comb
	arm	feet	hair
	ear	bath	fingernails
	wipe	shower	toilet paper
	nose	dry	flush the toilet
		towel	kleenex

Class Activities	Minimum Vocabulary		
Work Period	pick up	paste	crayon
	clean up	place	game
	put	hard	basket
	put away	soft	stop
	take	help	begin
	get	name	box
	sweep	blocks	hammer
	some	paint	wood
	clay	brush	nails
	piece	color	bring
	paper	red	broom
	scissors	blue	carry
	cut	orange	wet
	draw	green	dry
	use	purple	puzzle
	move	yellow	pencil
	play	black	build
	work	brown	
	make	white	
Playground activities	try	shut	top
	can	your eyes	ball
	play	bounce	swing
	left	hit	rope
	right	skip	game
	next	hop	fun
	first	walk	fast
	last	run	circle
	roll	jump	playground
	throw	wait	take
	catch	show	turn
	find	out	around
	hide	outside	stand
	share	mark	line
	round	straight	here
			there
Story and library period	story	turn	laugh
	tell	page	say
	listen	picture	see
	another	funny	end
	book	good	long
			short
Songs and rhythms	sing	now	like
	song	ready	choose
	play	happy	music
	sticks	hear	high
	drum	know	low
	bell	learn	soft
	piano	let's sing	loud
			clap

Class Activities	Minimum Vocabulary		
Learning about weather	day	rain	cold
	night	blow	hot
	sun	wind	today
	clouds	leaves	tomorrow
	moon	sand	yesterday
	sky	dark	
Playing in the playhouse	cup	dress the baby	chair
	fork	dry the dishes	fix
	spoon	wash the dishes	hang
	knife	set the table	bring
	dishes	on the table	cover
	pan	I put	toy
	plate	with the baby	eat
	house	I am the mother	drink
	doll	You are the father	love
	baby	grandmother	family
	water	grandfather	stove
	doll buggy	daddy	cook
	bed	work	blanket
			help
Dramatic play -- Living in the Country	ranch	airplane	rabbit
	farmer	irrigate	pig
	tractor	garage	bird
	trees	man	chicken
	plant	men	cow
	plow	work	egg
	truck	ride	flower
	field	horse	garden
	ground	pull	grass
	cotton	truck	grow
		car	fly
Dramatic play -- Living in a Town	church	again	need
	people	more	how much
	store	hello	sell
	money	how are you	town
	buy	high	train
	food	shelf	building
	post office	mail	letter
Party	birthday party		
	six years old		
	cake		

A Teaching Sequence

Following is an outline which suggests an order for stressing the common English constructions beginners will need. This is a logical organization for introducing new elements and will probably be helpful for your program with children who stay through most of the year. Use it as you can, but do not be too much concerned if children enter in the middle of the program.

1. Teach the children to identify themselves and tell where they live. For bus children this is an immediate need.

   My name is Maria.
   I live at Camp 24.
   I take bus Number 3.

2. Teach the imperative form, which the child can use to get what he needs.

   Please give me the scissors.
   Please give me the brush.
   Please let me have a turn.

   Throw the ball.
   Play with me.

3. Teach the question form, so that he can ask for what he wants.

   May I paint?
   May I get a drink?
   May I go to the toilet?

4. Teach the present verb form with I.

   I am in Room 3.
   I'm in the first grade.

   I want the doll.
   I want the truck

   I can jump
   I can throw the ball.

5. Teach you, your and yours with present verbs.

6. Teach he, him, and his with present verbs. Teach he is, he isn't and is he?

7. Teach she, her, and hers. she isn't, she is, is she?

8. Teach it, they, they are their, them.

9. Teach we, us, our, ours.

10. Teach this, that, these, those.

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8. Teach it, they, they are their, them.

9. Teach we, us, our, ours.

10. Teach this, that, these, those.

11. Now teach the present progressive form of verbs.

I am throwing the ball.
We are cutting the paper
You are going outside
The bell is ringing.

12. Teach the question form with the present progressive

What is he doing?
What is she making?
What are they playing?

13. Teach the present form of verbs with <u>do</u>, including questions and answers.

Yes, I do.
No, I don't.

Do you want a drink?
Do you have a pencil?

I don't like the game.
He doesn't play right.
It doesn't run.

14. Teach the question form beginning with <u>where</u> and <u>when</u> . Teach the following prepositions:

Where is John?
When is the bus coming?

<u>in</u> and <u>on</u>
<u>over</u> and <u>under</u>
<u>up</u> and <u>down</u>
<u>before</u> and <u>after</u>
<u>on</u> and <u>off</u>
<u>until</u>
<u>in front of</u> and <u>behind</u>

15. Teach the past form of verbs on the list as needed.

I threw the ball.
They sang a song.
He made a picture.
We played a game.

Activities and Methods

These are some general recommendations about methods made by teachers who have much experience in working with Spanish-speaking beginners:

1. Security and confidence are the first needs of young children who find themselves in a "foreign" environment. Do not expect new children to try English until you have helped them feel comfortable and at home.

2. Praise all efforts to speak English. Criticize almost never, or you may drive the child back into silence or Spanish.

3. Accept words and phrases at first in the place of sentences. The Spanish-speaking child learns English the same way any child does, first by imitating key words and phrases, then by saying imperfect and fragmentary sentences, then gradually producing longer and more accurate expression.

4. Early lessons should always give children a pattern to imitate. Say to the child: "Jose, tell me: I throw the ball." Do not ask questions until he knows that pattern well.

5. Teach a very few new words at a time, with frequent review of those already introduced. Plan each lesson for introduction and review of a specific word list.

6. The best lessons are those where the children do the practicing, not the teacher! As the children become more fluent, try to use directions and questions which elicit a full response: "Tell me about the picture." "What do you think they are doing?"

7. Let children learn pronunciation by imitation in this grade. You may want to use some of the rhymes and exercises included in the section on Improving English Pronunciation in the appendix. Even more effective is your careful pattern for new words, repeated often.

These are some of the types of learning activities which may be used for the directed lessons:

Use children's drawings and paintings

Have children draw pictures of their family, the school bus, where they live, or something else you want them to talk about during the lesson. Have them tell about their picture. Early in the year you can tell a short story about the picture to give the child a pattern.

This is Rafael's mother,
Her name is Rosa.

This is a school bus,
It is Number 6

This is my house.
I live at ---.

Use real objects.

Use materials from the school room environment. Sometimes you may hold up one object. Give it to the child who names it first. Sometimes pass around different things. Hold yours up, saying, " This is an eraser." Have each child follow suit, naming what he has.

A purse with coins in it can be used to teach nickel, dime, close the purse, open the purse. Bells, toys, and other objects of high interest to the children are good to use for talking.

Use a toy bag or basket.

Collect miniatures of the objects whose names are in the vocabulary list. Let each child choose some object and tell about it: car, tractor, drum, etc.

Use questions and answers.

These may be teacher to pupil, or pupil to pupil. Try using a wheel with an arrow, spinning it to see who has the next turn to answer the question.

Dramatize.

Let a child perform one of three specified actions behind the others' backs. Then let the class guess what he is doing: "He is drawing." "He is cutting." "He is playing."

Set a doll table, talking about it.

Teacher: Can you put these things on the table, Rosa?
Tell us what you are doing.

Rosa: I put the plate on the table.
I put the fork on the table.
I put the glass on the table.

Play going home on the bus, to practice such phrases as, "I get off at the road." "I look both ways." "I wait for the bus here."

Talk over play telephones: Hello, how are you?
I am fine.
What are you doing?
I am singing to the baby.
What is your brother doing?
He is sleeping.
I will come to see you.
Good-by.

Use vocabulary cards.

Make sets of cards containing pictures of the objects whose names children are to learn, or of actions. Lay several cards on the table or set them on the chalk tray. Ask a question, letting the child choose a card and say his answer:

Teacher: What do you like to eat? I like meat.

What do you like to drink? I like milk.

What is the boy doing? He is jumping.

Use the cards for quick reviews, much as you would use reading flash cards.

Turn a small pack upside down, and let children choose one. They may keep it if they can tell what it is.

Use number cards.

Make these with groups of objects in different numbers. If you use colored pictures, these cards can be used for practice on color, number words, and names of objects.

How many dolls do you see?	I see five dolls.
How many cars do you see?	I see three cars.
What color is the bird?	It is blue.

Use a flannel board.

Make up stories to tell with flannel board cut-outs. Tell the story several times. Then let children tell the story, using the cut-outs. For example.

This little girl is Rosa. She lives at _____. She is looking for the school bus. Here comes the bus, ch-ch-ch-ch. "Hello," says the bus driver. "Get on Rosa," ch-ch-ch-ch.

This little boy is Juan. He lives at _____

Make several objects alike for the flannel board, and use number stories:

I put some balls on the board. How many balls are on the board? Yes, there are five balls on the board.

Ramon, will you put some airplanes on the board? Ask someone to tell you how many there are. Now, let him put something on the board.

Use cut-outs to classify objects. For example, put a father and a mother at the top of the board. Then show other objects that belong to one of them:

Here is a hat.
It is mother's hat, so I will put it under mother.
Whose coat is this? Where will you put it?

Use situation pictures.

Cut out and mount pictures from magazines or children's books which tell a story. Use in a pocket chart or on the chalk ledge.

Early in the year: Tell a story about the card in 1, 2, or 3 sentences. Then have the child tell the same story.

Later in the year: Let children tell their own stories about pictures. Or ask starter questions, like, "What is the boy doing? Why?"

Then: Put the card on the library table. Say, "Maybe you'd like to tell the story to someone else," or "Maybe you'd like to read the picture to someone else."

Use pictures in a sequence.

Make or cut out a series of pictures that tells a story. Let children arrange them in order in a pocket chart, then tell the story.

Use picture books that have pictures in a sequence to tell a story. Some science books for grade 1, some number books, and some reading readiness books have good sequences for talking.

Use scrapbooks

Make a double-page scrapbook, or have the children make them, cutting and pasting pictures about one type of object or one type of activity. You and the children can tell stories about these things:

I made a book about things that go. Here is a bus; It brings children to school. Here is a truck. It brings milk to the cafeteria. Here is a car. It takes the man to work.

Would you like to read the pictures to us? Maybe you'd like to read them to someone else later. I'll put them on the library table.

Use charts.

Charts can be made on all kinds of subjects for quick practice. For example:

Things I Can Do, with pictures of things children are learning to do.

I can hop.
I can jump.
I can climb.

What We Do at School, with pictures.

We draw.
We sing.
We play with blocks.
We count.

Getting Ready for School, with pictures.

I wash my hands.
I comb my hair.
I button my dress.
I eat my breakfast.

Charts like these make excellent materials for checking children's learning quickly, also.

Use songs.

Sing action songs the whole class is learning, and talk about them in the small group.

Make up songs to give practice on words you want children to learn:

Go to sleep, my baby,
Rest, rest, rest.

Play with me.
You will see
What fun it will be
To jump up high,
To climb the bars,
To hop, hop, hop,
To throw a ball,
To swing in the sky.
Come play with me.

Use stories with refrains.

Any primary stories with phrases that are repeated give children a chance to join in on these refrains. Make up stories about things the children know about. For instance, when a carnival is in town, have a carnival story. Tell stories about moving day, about cotton picking, about watching airplanes in the field.

Say poems together.

Choral speaking helps children to listen and to imitate good speech. Choose poems with words the children understand.

Play language games.

Here are some of the many you can adapt to language teaching. The game element helps to make practice interesting and fun.

1. Where do you put it?

Say: "We put money in our pockets. What other things can we put in our pockets?" Children take turns naming things as long as they can. The last person wins and can ask the next question.

"We put our shoes on. What other things can we put on?"

"We put meat in a pan. What other things can we put in a pan?"

"We put the scissors on the table. What other things can we put on the table?

2. What do I have?

Stand behind one child, who is it. Hold up one of three or four objects you have shown everyone in advance. The child who is it asks, "Do you have the pencil?"
The class responds, "No she doesn't."
"Do you have the chalk?"
The class responds, "Yes, she does."
When he guesses right, he may stand behind another child and hold one of the objects over his head.

3. Fishing Game

Make a pole with a stick, a string, and a magnet. Put picture cards in a basket, with a paper clip on each. When child pulls up a card, he must say what it is or throw it back. The child with the most cards at the end wins the game.

4. Blindfold

Present a blindfolded child with objects of different texture or with different numbers of objects. Have him identify the object or tell how many he has.

5. I Saw

Put several objects in a box or behind a small screen on a table. Let children look at them and then try to name what they saw. "I saw a red crayon," "I saw a black crayon," "I saw a dime," "I saw a book." The last one to name a different object may choose the next objects to hide. A more advanced group may play the game by having the child repeat the names of all objects identified before adding his own: "I saw a red crayon, a black crayon, a dime, a book, and an apple."

Planning a Week's Program for the Directed Lessons

Following is a method of using the material in this section to make a specific weekly plan for your group or groups. It is suggested that these plans be kept together in a notebook, so that you can easily refer to your previous work with the group.

Plan for Week of January 14

Words to introduce	Constructions to emphasize
face, soap, comb hands, water, towel teeth, clean, wet brush, dirty, dry fingernails	Practice progressive form of verbs, particularly the third person

New Learning Activities

1. Use a chart showing boys and girls in a number of grooming activities

   What is the girl doing? — She is washing her hands.
   She is brushing her teeth.
   She is combing her hair.

   What is the boy doing? — He is _____

   What are they both doing? — They are_____

2. Learn and sing the action song:

   This is the way we wash our hands
   This is the way we comb our hair
   This is the way we clean our fingernails
   This is the way we brush our teeth, etc.

3. Play game. Child stands behind class and goes through gestures.

   What is Peter doing? Rosa, will you guess?

   Are you brushing your teeth?
   No, I'm not brushing my teeth.
   Are you washing your comb?
   No, I'm not washing my comb, etc.

4. Situation picture showing a brother and sister getting ready for school. Teacher will tell story about picture. Let children tell stories about the picture.

5. Use set of pictures showing people doing things. Include some review actions from last week. Child may keep card if he can tell what the people are doing.

   He is driving a car.
   She is washing the children's clothes.
   She is sweeping the room.

Evaluation

Keep some records of language progress for each bilingual boy and girl. These are some types of evaluation which will help you and the child see the growth he is making. (Date all records.)

1. Use a check sheet like the following, observing children's language behavior 3 or 4 times during the year. If you watch just one child each day, this is no great chore. Put the date in the proper square if you observe that behavior.

PROGRESS CHART: LANGUAGE BEHAVIOR

Names	Spoke English to another child during work period	Used English on the playground in free play	Took part in class discussion	Volunteered answer to question	Told a story	Used material from library table		
Rosie								
Maria								
Luis								
Rafael								

2. Use the inventory of language development given in the appendix 2 or 3 times a year for children who stay in the school several months or more. This will provide some indication of growth in fluency, expressiveness and general vocabulary.

3. Check children's learning of the words and constructions which you have emphasized each week, but using vocabulary cards, charts, real objects, and other learning activities which will give you quick information. A notebook with a check sheet like the following will be a handy record and reference:

If you would like to note differences in learning, you might use a code for your checking.

1 for prompt, accurate response
2 for delayed or corrected response
3 for no response

	PROGRESS CHART: Vocabulary and Constructions for week of May 12								
Names	face	hands	teeth	brush	soap	water	comb	clean	Present Progressive
Anita									
Pedro									
Lupe									

III. THE BILINGUAL CHILD IN GRADES 2-8

Most children from Spanish-speaking homes and neighborhoods continue to need instructional help with English for several years. Teachers should be aware of these special needs, and plan school activities which will assist these children to acquire better English. However, as was noted in the discussion of the first-grade program, by the time children become bilingual, their needs overlap with those of English-speaking children so much that they are seldom taught separately in the classroom instructional groups.

This integration with the total group is highly desirable for obvious reasons. Language skills are not being learned alone, but in a cluster of learnings which include attitudes, study habits, social skills, and values. Mixed groups promote the most useful learnings for the child who is becoming familiar with the English-speaking culture in all its aspects, provided his special needs can be met in that situation.

Good teachers who are sensitive to the needs of these older boys and girls and are successful in guiding their learning make these general suggestions about working with them:

1. Realize that Spanish-speaking children react to the learning situation in the same way as any other children. Their needs may be special because of differences in experience, but the children are not different.

2. Appreciate the importance of good human relations in the learning situation. The relaxed, happy, and secure child will want to speak the language of his classmates and teacher, and will have the self-confidence he needs to learn rapidly. The uncertain, friendless child will retreat into his home language as though it were a refuge and hiding place. Also, children who feel they belong to the group will mingle with English-speaking companions, getting much practice in the whole constellation of English learnings, while those who feel separate will tend to spend their time with other Spanish-speaking companions.

3. Emphasize the value of bilingualism, so that all children realize the advantages of having two languages. Help children see the importance of speaking English well in this country. Also teach some Spanish words and phrases to English-speaking children incidentally as the occasion arises, as in connection with stories in a reader or in a library-table collection, a social studies unit when Spanish-speaking cultures are being studied, or with Spanish songs and dances.

4. Make sure Spanish-speaking children understand the question or subject of discussion, and that what they say is considered respectfully and appreciatively. They are not willing to look foolish or to make mistakes which others consider ridiculous, of course. Safeguard them against experiences which will make them withdraw from group discussions. This is important for all ages, but critical for boys and girls in the upper grades.

5. Work with small mixed groups on many occasions: for reading, committee work, and discussion. Children whose language is uncertain

will feel much freer to participate in talk with a few children than with the entire group.

6. Praise and encourage the child who talks, but do not make him conspicuous. Save corrections for older children until you can work with them alone, unless you are sure their confidence in themselves, you, and their classmates is strong.

Special Needs

The special needs of Spanish-speaking children after grade 1 are most likely to be in the following areas: 1) Integration in the school and community, and 2) language skills, including comprehension, fluency, English construction and idiom, and accent.

Integration

The importance of integration has already been discussed. This is the basic need, for the child's entire adjustment, for the prosperity of his school learning, and for his future in America. This need, in a sense, is not special at all, for it is the need of all people to belong. Help with language and with learning the customs and conventions of the English-speaking culture are both valuable. Attitude and feeling between people are even more important -- between teacher and pupil, between boys and girls. These can be markedly influenced by school planning in the many ways which have been mentioned: for instance, by grouping into classrooms and within the classroom which mixes children to learn from and with one another, by providing classrooms which are workrooms where much active living goes on, by democratic practices which involve people widely, and by school life which is marked by respect and consideration for one another.

For many splendid suggestions in understanding and guiding group life in school, read: Understanding the Group Behavior of Boys and Girls, or any of the books from the Intergroup Education project of the American Council on Education. These titles will be found in the appendix.

Language Skills

A number of suggestions for working with children on the language skills are included here. Two or three guiding principles should be stressed for any of this work with language:

1. Speaking a language is learned by much speaking and in no other way. The most important task of the school in teaching the spoken language is to involve children in speaking English as much and as often as possible.

2. Focus your attention and the children's on the idea to be expressed, rather than on the mechanics of language. The mechanics will improve more rapidly in this secondary role, as helpers to good communication, than if they are the principal goals in themselves. Children who do not speak much English will often forget and overcome their mechanical difficulties when they are engrossed in ideas.

3. Be concerned, but not overly concerned, about the accent, intonation, or usage in children's imperfect English speech. Give them specific help of the types that follow, but realize that if you are successful in getting children to speak a great deal of English, they will correct many of these faults by conscious or unconscious imitation of the English patterns.

4. Help bilingual children with their language problems within the total group lesson whenever the need can be met that way, rather than separating them for special instruction.

Comprehension

Most bilingual children understand more English than they can speak or write. After the first two or three years, they usually can read more than they can express. The receptive skills are easier to learn, as everyone who has studied a second language will recall.

However, comprehension can be very uncertain. Many children learn to "say the words" in a book, picking up enough of the meaning to follow the general thread. But meanings are necessarily thin when experiences with English have been few. Several practices to build comprehension should be followed in rooms where children do not get much practice with language outside school:

1. Use as many experiences with real things as possible to supplement verbal learning. The more concrete these are, the more you can be certain meanings are being built.

2. Use many pictures, films, interviews, and other experiences of these types to supplement books. These are not so dependent on language to express their meaning.

3. Use a great deal of discussion and explanation in connection with reading in all subjects. Talk about the ideas before, during, and after reading.

4. Work with small groups often so that you can watch and check the comprehension of individual children.

5. Invite and tempt participation of bilingual children in stories, dramatizations, and discussions. But include them whether they participate actively or not, so long as they are interested and intent. They are building comprehension through these experiences.

Fluency

Ability to speak readily and expressively depends on many things, but probably these three are the ones schools can work on most effectively: much practice in speaking, a broad vocabulary, and the habit of thinking directly in English. These practices will help:

1. Include many work periods of a laboratory type where children can talk freely together as they work. Keep the make-up of these groups in your own hands, so that you can put people together who have something to learn from one another. Always include some English-speaking children in a group. A good way to manage this, and still have children working with friends so that group relations are most favorable, is to use children's choices of work partners as you make up the groups. Several times a year ask each child his first three choices of people to work with on committees. When you make up the groups, see that each child is with at least one other person on his list, and that a chain of choices runs through the group.

2. Focus special interest and attention on words in everything the class does, discussing new words, synonyms, homonyms, slight and subtle differences in meanings, the varied meanings carried by a single word. Writing group stories together makes an excellent opportunity for special attention to words. Make New Word charts for all activities of the room, and go over them with children often.

3. Encourage children to show things they have made and done. Focus their attention away from themselves and on the object or experience. Make many opportunities every day for children to talk before the class or in small groups.

4. Forget about mechanics when a child is talking. Note to yourself where his difficulties are and plan a language lesson later to build the needed skill.

English Construction and Idiom

A number of particular English constructions offer persistent difficulty to children who also speak Spanish. Much exposure to good English speech and much practice in conversation with English-speaking people will correct the errors eventually for many children. However, good teaching can speed the process by helping children give attention to the correct phrasing and by providing the intensive, purposeful repetition or drill which accustoms the ear and the tongue to the conventional form. When the teacher is sharply aware of the particular forms which his children need, many opportunities will arise for emphasizing them. The language period, when all children are working on correct usage and expression, is the most usable time regularly available. Most of the special needs of bilingual children can be met in this class period by emphasizing practice on those forms which you know are most difficult for the Spanish-speaking children in your group.

These are some of the constructions and usages which Spanish-speaking children generally find difficult. Observe your own children's speech to see whether this seems to be true locally, and add others as needed for your special attention.

1. The possessive form of nouns: the bird's nest, my brother's coat, the boys' club. This is a form not found in the Spanish language, and children tend to say the jacket of my brother, as they would in Spanish.

2. Verb forms, both tense and number. English verbs are highly irregular, and most difficulties come when children try to conjugate them logically.

3. Double negatives, which are good form in Spanish.

4. Word order of adjectives and nouns, often reversed.

5. Comparative forms of adjectives and adverbs.

6. Word order in questions: e. g., Where I am? instead of Where am I?

7. Prounouns, especially he, she, it, and their objective and possessive forms; herself, myself, themselves, etc. and this, that, these, those.

8. Direct translation of the Spanish idiom: e. g., sick of the eye, sick of the foot. The child needs the substitute English idiom.

9. These words are interchanged incorrectly: some, any; much, many; like, want; say, tell; each, every, all; make, do.

Exercises of the kinds usually found in language texts for fixing good usage are suitable, provided that they are almost always oral, not written. The correct form must be made very clear and practiced many times first; then exercises should follow in which the correct form is chosen and inserted. Where confusions in usage are to be clarified, as in making the subtle distinctions between much and many, it is to be expected that the correct forms will have to be practiced many, many times in numerous variations.

Accent

The intonation of English sentences often retains a "foreign" sound, one of the common characteristics being a failure to lower the pitch at the end of a sentence. Sometimes in working with individuals it is helpful to have them indicate the rise and fall of pitch in a sentence by using hand movements, much as a melody is sometimes analyzed. Let the child try this with your speech, another child's speech, and then his own.

One of the best ways to focus attention on the rhythm and intonation of English is by choral speaking of both prose and poetry. Children enjoy this activity greatly when the material is well chosen for their interests, and it affords much opportunity for attentive listening, analyzing, and imitation. This is as usable in grade 8 as in kindergarten, and has the advantage of being a teaching situation where it is not necessary to separate Spanish-speaking and English-speaking children in order to give them each the most effective help.

Most of the common errors in pronunciation are caused by a few consonant and vowel sounds, some of which children have not learned to make because they are not in the Spanish language, and some of which can be made easily enough but are confused and interchanged in the English words. For a list of these difficulties and teaching suggestions see the section in the appendix: Improving English Pronunciation.

Older Beginners

Occasionally a child enters one of the upper grades as a transfer from Mexico or another country, understanding little or no English. Such a child will necessarily be a special case, with needs to be met by whatever special provisions can be made by the school. The most desirable situation is probably to place the child with other children in his general age range for the major part of the day, giving him individual instruction in the English language for at least one period daily.

When it is not possible to arrange for special instruction, there are several things the teacher in a regular class can do. Five minutes of individual attention from the teacher several times during the day can set the child at tasks which will help him. Use an English-speaking friend to work with him on these tasks. Here are some suggestions for work on English for such a situation:

1. Work with real objects in the room, teaching the phrases the child needs immediately. Adapt this type of instruction from suggestions in the program for all first grade beginners. Let the child who is acting as helper carry on the practice you outline for the day.

2. Have the child make scrapbooks, showing common nouns and actions. Classify these so that he learns the vocabulary for games, for shopping, for meals, for work people do, etc. Talk about these pictures, asking and answering questions. If the child has already learned to write another language, have him start writing in English as he learns speaking. Remember that the spoken English is his primary need.

3. Start him working through a pre-primer and primer program as soon as he can speak enough English to understand what he is reading -- and not before! Have him do much reading aloud with his helper partner.

4. Experiment with using one of these books or such parts as seem helpful. Ask your consultant to see copies.

   Richards, I. A. and Gibson, C. M. English Through Pictures
   New York: Pocket Books, Inc. (Available at large news stands)
   This is written for adults, but will probably be useful for boys and girls in grades 6-8.

   Rojas, Pauline M. et al. Fries American English Series, Book One and Book Two. Teachers' Manual. Boston: D.C. Heath Co., 1954
   These are texts designed for Puerto Rican boys and girls 10-12 years of age who are learning English as a second language. They should be helpful in grade 4 and above.

IV. APPENDIX

Vocabulary for Beginners

This list of approximately 400 words is suggested as the basic speaking vocabulary to be taught in the kindergarten and first grade. It should also be helpful for older Spanish-speaking beginners. Teach the present progressive form of verbs as well as the present, and such past forms as are needed.

after
afternoon
again
airplane
all
and
another
apple
arm
around
ask
at
away

baby
bad
ball
band-aid
basket
both
be
beans
bed
before
begin
bell
big
bird
birthday
bite
black
blackboard
blanket
bleeding
block
blow
blue
books
boots
both
bounce
box
boy
bread
breakfast
bring
broom
brother
brown
brush
buggy
build
building
bus
butter
button
buy
by

cabin
cafeteria
cake
camp
can
car
careful
carry
cat
catch
cents
chair
chalk
chicken
children
choose
church
circle
clap
clean
clay
clock
clothes
clouds
coat
cold
color
comb
come
cook
cotton
cough
count
cover
cow
crayon
cross
cry
cup
cut
daddy
dark
day
different
dime
dirty
dishes
do
dog
doll
dollar
don't
door
down
draw
dress
drink
driver
drum
dry

ear
eat
egg
eight
end
erase
eraser
everyone
excuse me
eye

face
fall
family
farmer
fast
father
feed
feet
field
find
finger
fingernails
first
five
fix
flag
floor
flower
flush
fly
food
foot
for
fork
fountain
four
friend
from
fruit
fun
funny

game
garage
garden
get
girl
give
glass
go
good
good-by
good morning
grandfather
grandmother
grass
green
ground
grow

hair
hall
hammer
hand
handkerchief
hang
happy
hat
have
he
head
hear
hello
help
her
here
hers
hide
high
him
his
hit
hold
hole
home
hop
horse
hot
house
how
hurt

I
ice cream
in
into
irrigate
it
its
jump
Kleenex
knees
knife
know

last
late
laugh
learn
leaves
left
lake
let
let's
letter

lie
light
like
line
listen
little
live
long
look
loud
love
low
lunch

make
mail
man
mark
mat
may
me
meat
men
milk
minutes
miss
money
moon
more
morning
mother
mouth
move
much
music
my

nail
name
napkin
neck
need
new
next
nickel
night
nine
no
nose
not
now
number
nurse

o'clock
of
off
office
old
on
one
open
or
orange
our
out
outside
over

page
paint
pair
pan
pants
paper
party
paste
pencil
people
piano
pick
picture
piece
pig
place
plant
plate
play
playground
please
plow
pocket
post office
pretty
pull
purple
put
puzzle

quarter
quiet

rabbit
rain
ranch
read
ready
recess
red
rest
ride
right
ring
road
rock
roll
room
rope
round
run

salute
same
sand
say
school
scissors
see
sell
set
seven
share
she
shelf
shirt
shoe
short
show
shower
shut
sick
sing
sister
sit
six
sky
skip
sleep
soap
socks
soft
some
something
song
soup
spoon
stand
stick
stomach
stop
store
story
stove
straight
straw
sun
sweater
sweep
swing

table
talk
take
teacher
teeth
tell
ten
thank you
that
the
their
them
there
these
they
thing
this
those
three
through
throw
tie
time
to
today
toilet
tomorrow
toothbrush
top
towel
town
toy
tractor
train
tree
truck
try
turn
two

under
until
up
us
use

wait
wake
walk
want
wash
water
way
we
well
wet
what
when
where
white
who
will
wind
window
wipe
with
wood
Work
write

years
yellow
yes
yesterday
you
your

Inventory of Language Development

The following procedure may be helpful in providing a quick measure of the English language development of a child who enters in mid-year. This is experimental material, based largely on a procedure recommended for use in a reading readiness program for English-speaking children * and adapted to our need for information about the language status of Spanish-speaking children.

A. Language Expression Test

1. Select a picture from a child's book or a magazine which will be interesting and attractive to the age level of your pupils. The picture should meet these criteria:

   a) There should be two or more easily recognized characters in the picture.

   b) There should be a central activity or "story" represented.

   c) Each character should be doing something different.

   d) The setting or background should indicate where the action is taking place, but should not be so complicated as to distract from the main theme.

2. Work with the child alone, preferably where he cannot easily be overheard.

   a) Show him the picture and say: "Here is a pretty (or interesting) picture. Tell me about it." Take down verbatim what he says. When he stops talking, encourage him to go on by saying, "That's fine. Tell me some more." Do not ask leading questions for it is important not to direct his responses. When he is all through, say, "Thank you that was fine," in an approving manner.

   b) What you have written down can be analyzed later to show different levels of fluency meanings and ideas, and of sentence structure.

Fluency

Level 1 — The child does not respond until encouraged. When the teacher says, "Tell me about the picture," the child does not reply. After friendly encouragement, he brings forth a single remark (word, phrase, or sentence) and cannot be persuaded to say more.

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* Monroe, Marion. Growing into Reading . New York: Scott, Foresman and Co., 1951. Pages 75-84.

Level 2 -- The child responds with one or more spontaneous remarks but cannot continue. When the teacher says, "That's fine, tell me some more," he cannot produce anything further. He may say, "That's all," or merely become too blocked to continue.

Level 3 -- The child responds with one or more spontaneous remarks and continues with another remark or two when requested.

He is neither unduly inhibited nor overly productive.

Level 4 -- The child responds freely, continues when requested, and is highly productive. Language flows continuously until ideas are exhausted. He seems to enjoy having a good listener.

Level 5 -- The child's responses are on level 3 or 4, but he includes the teacher in a conversational manner. He inserts such remarks as "Have you got any more pictures like this?" "I like to do these games," or "What are you having us do this for?"

Meaning and Ideas

Level 1 — Naming. The child merely enumerates objects in the picture.

Level 2 -- Description. The child not only names objects but describes a quality or action: "The boy has a new gun," or "The horse is running fast."

Level 3-- Interpretation. The child makes inferences about the feelings and relationships shown in the picture: "The girls want the dog to go away," or "The boy is trying to stop the horse."

Level 4 -- Narrative interpretation. The child infers what has happened before or what the outcome will be. He gives at least two steps of the time sequence: "The dog is waiting for the gun to go off. Then he will run after the bird."

Level 5 -- Evaluative interpretation. The child gives a "moral" or evaluates the pictures in terms of a generality or draws a conclusion. "A good hunting dog shouldn't do that," or "Sometimes a dog is more trouble than he is worth."

Sentence Structure

Level 1 — Isolated words or phrases. These may be strung together with and, or accompanied by gestures.

Level 2 -- Simple sentence with one subject and one verb. These may be joined or compounded with and. "The dog can hardly wait," or "I see a horse and I see a dog."

Level 3 -- Simple sentence with compound subject, predicate, or object: "I see a dog and a horse," or "The dog and the horse both want to run."

Level 4 -- Compound sentence containing a conjunction other than and, or complex sentence containing one dependent clause:"Dogs are fun but sometimes they are a nuisance," or "If the boy doesn't watch out, he will lose the bird."

Level 5 -- Sentences containing more than one dependent clause. "I think the horse must be a wild pony that hasn't been broken."

B. Vocabulary Tests

1. Use a set of 25 picture cards, selecting words at random from the Vocabulary for Beginners. Ask the child, "What is this?" or "What is he doing?" The number of correct responses will give you a rough estimate of the per cent of words on the vocabulary list which he knows.

Extent of Vocabulary

Level 1 -- Child can give English words for 5 cards or less.

Level 2 -- He can give English words for 6-10 cards.

Level 3 -- Knows words for 11-15 cards.

Level 4 -- Knows words for 16-20 cards.

Level 5 -- Knows more than 20 words.

2. Use the picture story again. Select 4 or 5 nouns (specific not general) which refer to objects in the picture. Say to the child, "Tell me what a gun is." If he cannot reply, say, "Find one in the picture." Write down what he says and does. Analyze for level of word meaning, as follows:

Depth of Word Meaning

Level 1 -- The child is unable either to point to the correct object in the picture or to define the word.

Level 2 -- The child points to the correct object in the picture, but he cannot define the word verbally.

Level 3 -- The child defines the word by stating the use of the object: "It's to shoot with," "It's to hunt with."

Level 4 -- The child defines the word by describing the object: "It's steel, with a wood handle," or "It has a stock and a barrel."

Level 5 -- <u>The child defines the word by giving the generic term or class to which the object belongs</u>: "It's a weapon," or "It's something to shoot."

C. Recording Results of the Inventory

A check sheet like the following may be used to record the results of this inventory. If entries are dated, the inventory can be given more than once and used to measure growth.

Names	Fluency	Meaning and Ideas	Sentence Structure	Vocabulary — Extent	Vocabulary — Depth	
Flora	10/12 - Level 1 3/8-Level 3	10/12 - Level 1 3/8-Level 2				
Enrique						
Jesus						
María						
Lupe						

Improving English Pronunciation

Some sounds in the English language give Spanish-speaking children especial difficulty. Unless we give children specific help, mispronunciations of these sounds often persist as a strong accent for many years, for children may not hear the difference between the way they speak and the common English pronunciation.

These are the errors in speech sounds most frequently made:*

1. The voiceless Spanish sounds are often substituted for the voiced English sounds:

   f for v
   s for z
   t for d
   k for g

   This substitution is most frequently made at the end of words; for example, ret for red, bus for buzz, etc. The s in plurals and at the end of the third person singular verbs in the present tense is often given the s sound instead of the more common English z sound. Call attention of Spanish-speaking children to the fact that these endings differ in form and pronunciation for different words.

2. S, f or t is sometimes substituted for the voiceless th: for example, tum for thumb.

3. Z, v, or d is sometimes substituted for the voiced th; for example, dan for than.

4. B and y are often interchanged.

5. Ch, sh, and zh are similar sounds often interchanged: choes for shoes, shair for chair.

6. J is sometimes substituted for consonant y: jellow for yellow.

7. The sound wh is not made explosively, but sounds more like W; for example, wite for white.

8. The sound ng is made with an added k or g sound following the blend; for example, singging.

9. The sound of short i and long e are interchanged, the e being most often substituted for the i sound; for example, sheep for ship, eet ees for it is

10. The vowel sounds in words like cat, cup, and brother are made to sound like ah, while the vowel in put is usually made to sound like oo.

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* Adapted from California State Department of Education bulletin, Teacher's Guide to the Education of Spanish-speaking Children.

These suggestions for method will be helpful:

1. All sounds are best taught by ear. First try to get the child to hear the sound and repeat it without thinking of the speech mechanics involved. Show him how the sound is produced later if he still needs hel

2. Work with consonants first. The vowel sounds are more difficult. Becau there are many variations in the English vowel sounds and a very limited number in Spanish, many new vowel sounds have to be learned.

3. Work on the correct production of one sound at a time until that is well established. Practice many words using that sound in the initial position in words, in the final position, and in the medial position.

4. Then introduce the other sound which is often confused with this. Practice many words using that sound in all positions.

5. Now give exercises in discriminating between the sounds, first in hearing the differences, then in producing them correctly.

These are examples of types of exercises useful in building discriminati

a) Practice exercises for distinguishing between y and j sounds.

Repeat these words and sentences after the teacher:

yellow	jello	yes	Jess
yell	jell	year	jeer
yoke	joke	yam	jam
you	Jew	yet	jet

I saw the yellow butterfly yesterday.
He caught the young yellow bird.
Yes, you may go.
Last year you were seven years old.
The jello is yellow.
The yellow yard is pretty.
Do you have a younger sister?
I saw your yellow sweater in the yard.
Do you like jam and yellow yams?

b) Practice exercises for distingushing between th and t or d sounds:

Repeat after teacher:

then	den	thank	tank
they	day	thick	tick
those	doze	three	tree
thought	taught	thread	tread
threw	true		

* El Paso Public Schools. A Manual of Aids and Devices for Teaching Bilingual Children, Grade 5. Pages 192-3 and 195-6

e) Practice exercises for distinguishing between ch and sh sounds:

Repeat after teacher:

ship	chip	cash	catch
sheep	cheep	shares	chairs
dish	ditch	shore	chore
shoe	chew	mash	match
shin	chin	sheet	cheat

Children share the chalk.
The dog will chew your shoe.
We will share the chairs with the Third Grade.

d) Discrimination exercise for the consonant sounds:

Put a circle around the word the teacher pronounces. (Teacher pronounces one word in each group.)

chip	shoes	share	week	dime	end	him
ship	choose	chair	wheat	time	and	ham
shop	juice	there	weight	dine	aunt	hand
chop	those	dare	waits	dimes	ends	hens
just	word	why	sink	pass	tree	been
dust	heard	eye	thing	path	tray	pins
does	hard	high	sing	bath	three	pens
						pin

e) Discrimination exercise for the vowel sounds:

Teacher pronounces one word in each group. Pupils put a circle around the word the teacher pronounces.

sat	tree	ride	see	wear	feel
set	tray	rode	say	where	fell
suit	true	read	so	hair	fall
sent	try	red	saw	here	fill
song	but	ate	of	in	choose
sing	bought	eat	off	on	juice
sang	bit	at	have	an	use
sung	bite	it	half	one	shoes
high	bad	noun	ear	end	hat
he	bed	none	or	and	at
who	bath	noon	are	aunt	had
how	that	none	our	hand	add

f) Discrimination exercise for vowel and consonant sounds:

Underline the word your teacher says.

I have a (tin, tan) tray.
The chicken food is in the (pan, pen).
The children played with the(pig, peg).
The (chip, ship) was made of wood.
The (shoulder, soldier) is hurt.
Can you see this (letter, ladder)?
This is black (pepper, paper).
Look at the(peach, pitch) on the tree.
Do you see this(ditch, dish)?
The (picture,pitcher) is in the other room.

References

Many of the suggestions in this handbook are borrowed or adapted from the following books. They are recommended as highly valuable sources of teaching ideas for teachers working with Spanish-speaking children. All these titles are available from the County Schools professional library:

American Council on Education reports on its Intergroup Education Project, including:

Jennings, Helen. Sociometry
Taba, Hilda et al. Diagnosing Human Relations Needs
Taba, Hilda et al. A Reading Ladder for Human Relations
Taba, Hilda et al. With Focus on Human Relations

California State Department of Education. Teachers Guide to the Education of Spanish-speaking Children.

Cunningham, Ruth et al. Understanding the Group Behavior of Boys and Girls

El Paso Public Schools. Manuals of Aids and Devices for Teaching Bilingual Children. Separate Manuals for Grades 1-5.

Monroe, Marion. Growing into Reading.

Richards, I. A. and Gibson, C. M. English Through Pictures.

Tireman, L. S. Teaching Spanish-speaking Children.